

## State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century

**Goal 1** – North Carolina public schools will produce globally competitive students.

**Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> Century professionals.

**Goal 3** – North Carolina Public School students will be healthy and responsible.

**Goal 4** – Leadership will guide innovation in North Carolina public schools.

**Goal 5** – North Carolina public schools will be governed and supported by 21<sup>st</sup> Century systems.



## District Goals for Union County Public Schools

<b>District Goal 1:</b>	High achieving and globally competitive students
<b>Supports SBE Goal:</b>	Goal 1 – North Carolina public schools will produce globally competitive students.
<b>District Goal 2:</b>	Quality teacher, administrators, and staff providing innovative leadership for 21 century schools
<b>Supports SBE Goal:</b>	Goal 2 – North Carolina public schools will be led by 21st Century professionals.
<b>District Goal 3:</b>	Safe, orderly, and caring schools producing healthy responsible students
<b>Supports SBE Goal:</b>	Goal 3 – North Carolina Public School students will be healthy and responsible.
<b>District Goal 4:</b>	21 century systems operating efficiently and effectively
<b>Supports SBE Goal:</b>	Goal 4 – Leadership will guide innovation in North Carolina public schools.
<b>District Goal 5:</b>	Family, business, and community members involved and supportive of our schools
<b>Supports SBE Goal:</b>	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

## Recommended Data Sources for Analysis by School Improvement Teams

<p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:</i></p>
<p><b>Highly Qualified Teachers (HQT):</b> Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (<a href="http://www.ncreportcards.org">www.ncreportcards.org</a> Click on High Quality Teachers tab)</p>
<p><b>End-of-Grade (EOG) Results disaggregated:</b> (<a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)</p>
<p><b>End-of-Course (EOC) Results disaggregated:</b> (<a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)</p>
<p><b>School Report Card results:</b> (<a href="http://www.ncreportcards.org">www.ncreportcards.org</a>)</p>
<p><b>North Carolina Teacher Working Conditions Survey results:</b> ( <a href="http://ncteachingconditions.org">http://ncteachingconditions.org</a> )</p>
<p><b>North Carolina Teacher Working Conditions Survey: Guide for School Improvement</b> (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <a href="http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf">http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf</a>)</p>
<p><b>Local Data:</b> (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p>
<p><b>Career and Technical Education Local Plan</b></p>
<p><b>School Demographic Information</b> related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance)</p>
<p><b>School Demographic Information</b> related to drop-out information and graduation rate data (<a href="http://www.ncpublicschools.org/research/dropout/reports">http://www.ncpublicschools.org/research/dropout/reports</a>)</p>
<p><b>School Demographic Information</b> related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<a href="http://www.ncreportcards.org">http://www.ncreportcards.org</a> and locally-maintained data)</p>
<p><b>School Demographic Information</b> related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)</p>
<p><b>School Perception Information</b> related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p>
<p><b>Title III AMAO School Process Information</b> related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p><b>Title III AMAO School Process Information</b> related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p><b>School Process Information</b> uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p>
<p><b>Ready Schools Inventory/Ready Schools Plan</b> (<a href="http://ncreadyschools.org">http://ncreadyschools.org</a>)</p>
<p><b>Special Education Continuous Improvement Plan</b></p>
<p><b>Title I AYP</b> (<a href="http://ayp.ncpublicschools.org">http://ayp.ncpublicschools.org</a>)</p>
<p><b>Healthy Active Children Initiative</b> (<a href="http://www.nchealthyschools.org">http://www.nchealthyschools.org</a>)</p>

## School Vision and Mission Statements for New Town Elementary

### Vision:

NTES will provide a diverse educational experience which will prepare our students to be successful citizens in the ever changing 21st century.

### Mission:

In partnership with community, NTES prepares life-long learners in a safe and nurturing environment; promotes diversity, global awareness, responsibility, creativity; and challenges all students to succeed.



LEA or Charter Name/Number: Union County Public Schools - 900  
 School Name/Number: New Town Elementary School- 305  
 School Address: 1100 Waxhaw Indian Trail Rd., Waxhaw, NC 28173  
 Plan Year(s): 2010-2012  
 Date prepared: 9/20/2011

Principal Signature: \_\_\_\_\_ Date \_\_\_\_\_

Local Board Approval Signatur \_\_\_\_\_ Date \_\_\_\_\_

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Committee Position*	Name
Principal	Priscilla Davis		
Assistant Principal Representative	Catherine Perry		
Chair	Sabrina Hutto		
Teacher Representative	Sheila McManus		
	Mackenzie Cogan		
	Jackie McCarthy		
	Laura Hilmeyer		
	Patricia Sherman		
	Ellen Niessner		
	Gail Zimmerman		
	Jennifer Grieco		
Teacher Assistant Representative	Anona Gordon		
Parent Representative	Stacy Brosius		
	Lisa Hall		
	Marnie Holland		

\* Add to list as needed. Each group may have more than one representative.

## School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

New Town continues to be an Honor School of Excellence with High Growth. Math continues to be a strength. We also made gains in the area of globalization as we were recognized as a UC International School. In addition we have a UC Global Teacher at New Town. Technology gains we made as we now have Promethan boards in grades 2-5.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Reading and Science are areas of improvement. We need to get better at data analysis so that we can concentrate on objectives that students did not score well in on the 2010-2011 EOG. Action steps include meeting with the Director of Testing.

3. What is data is missing, and how will you go about collecting this information for future use?

We need to analyze grades 3-5 Reading and grade 5 Science data from individual teachers and discuss how objectives are taught so that the grade level as a whole can benefit.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

1. Grade levels 3-5 to review individual teacher data and objectives in Reading.
2. Grade level 5 to review individual teacher data in Science.
3. Discuss how individual objectives are taught that students did not score well on.
4. Determine what strategies will be used to teach these objectives.



## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**  
 Maintain status of NC School of Excellence with High Growth.

**School Goal 1:** Increase grade level proficiency in reading and math.

**Supports this district goal:** High achieving and globally competitive students

**Target:** All students  
**Indicator:** EOG data, county math six week assessments, DRA's, grade level assessments  
**Milestone date:** Jun-12

### Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Identify students that are performing below grade level (reading, math, ) in kindergarten through second and third through fifth grade and provide intervention strategies.		
	<b>Action steps:</b>		
	<b>1. Staff Development- DRA's (yearly refresher and new teachers will receive comprehensive training)</b>		<b>4. Leveled Literacy Intervention with Literacy Facilitator (K- 2 small group)</b>
	<b>2. Staff Development- PEP's (yearly refresher and new teachers will receive comprehensive training)</b>		
	<b>3. If student does not respond to PEP interventions then, refer to grade level intervention team.</b>		
<b>Strategy 2:</b>	<b>Strategy:</b> Identify students who did meet the passing criteria for the EOG's the previous year.		
	<b>Action steps:</b>		
	<b>1. Utilize Hawk's Nest time to enrich the curriculum.</b>		
	<b>2. Small group instruction in reading/math.</b>		
	<b>3. Increase collaboration between AIG and classroom teachers.</b>		

	<b>Strategy: Identify students who did not meet the passing criteria for the EOG's the previous year.</b>			
	<b>Action steps:</b>			
	<b>Strategy 3:</b>	<b>1. Utilize Hawk's Nest time (remediation) to work on areas of deficiencies.</b>		
		<b>2. Small group instruction in reading/math.</b>		
		<b>3. Afterschool tutoring by teachers.</b>		
<b>4. Small group/instruction/tutoring by TA's.</b>				
<b>Plan/Do</b>	<b>How will we fund these strategies?</b>			
	<b>Funding source 1:</b> Local district funds	<b>Funding amount:</b>		
	<b>Funding source 2:</b> Federal funds - Title I	<b>Funding amount:</b>		
	<b>Funding source 3:</b> State funds for at-risk students	<b>Funding amount:</b>	\$4,000	
	<b>Funding source 4:</b> School general funds	<b>Funding amount:</b>		
	<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>		
		<b>Total initiative funding:</b>	<b>\$4,000</b>	
	<b>Review frequency:</b> Quarterly			
	<b>Assigned implementation team:</b> Administration, Literacy Facilitator, All staff			
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			
	EOGs, surveys, teacher assessments, county assessments			
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
	EOG data, classscape data, AYP data, ABC data			
	<b>What does data show regarding the results of the implemented strategies?</b>			
	NTES maintained the status of Honor School of Excellence with high growth. We also had fewer students re-taking the 2010-2011 Reading EOG (50 compared to 66) and 2010-2011 Math EOG (13 compared to 18).			
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>			
	Strategies for Goal 1 will be continued during the 2011-2012 school year.			

## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

Technology: 90% of teachers indicated a need for training in this area.

<b>School Goal 2:</b>	Increase percentage of teachers that regularly integrate technology in their instruction.	
<b>Supports this district goal:</b>	21 century systems operating effeciently and effectivly	21 century
<b>Target:</b>	All teachers	
<b>Indicator:</b>	Walk-throughs, IGPS, observations, lesson plans	
<b>Milestone date:</b>	Jun-12	

### Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

	<b>Strategy: Continue to acquire the needed technology</b>			
	<b>Strategy 1:</b>	<b>Action steps:</b>		
		1. Purchase Promethean Boards to fill third grade classrooms, and CBSS classroom.		5.
		2. Purchase Promethean Boards for second, first, and Kindergarten/Preschool, then CBSS classrooms.		6.
		3. Communicate additional technology needs to school PTA.		7.
			8.	
	<b>Strategy: Increase utilization of current promethean boards</b>			
	<b>Strategy 2:</b>	<b>Action steps:</b>		
		1. Installed mobile promethean board in classroom's.		5.
		2. Pair K-1 with 2-5 teachers to partner use of Promethean Boards.		6.
			7.	
		8.		

	<b>Strategy:</b> Provide training for all staff.		
	<b>Action steps:</b>		
	<b>Strategy 3:</b>	1. Technology training will be provided ongoing to staff throughout the year.	5.
		2. Teachers provide training at grade-level planning.	6.
		3. Technology department training at grade-level planning/staff meetings.	7.
		8.	
<b>Plan/Do</b>	<b>How will we fund these strategies? Distric wide implementation</b>		
	<b>Funding source 1:</b> Local district funds	<b>Funding amount:</b>	\$5,000
	<b>Funding source 2:</b> Other	<b>Funding amount:</b>	\$10,000
	<b>Funding source 3:</b> Other	<b>Funding amount:</b>	\$5,000
	<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b>	\$0
	<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>	\$0
		<b>Total initiative funding:</b>	<b>\$20,000</b>
	<b>Review frequency:</b> Quarterly		
	<b>Assigned implementation team:</b> Site Based Management Team, Instructional Leadership Team		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	Teacher and parent survey data. Teacher lesson plans and Professional Development Plans.		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	Classroom walk throughs, lesson plans		
<b>Act</b>	<b>What does data show regarding the results of the implemented strategies?</b>		
	Teachers have increased the use of technology in their classrooms. Most exceeded the requirements (grades K-1, two to three times/week and grades 2-5, daily) because of their Professional Development Goals.		
	<b>Based upon identified results, should/how should strategies be changed?</b>		
	Strategies for Goal 2 were changed for the 2011-2012 school year because we aquired more technology.		

## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**

Professional Development: 95% of teachers indicated the need for further training on AIG principles, 85% of teachers indicated the need for Special Education training.

**School Goal 3:** Increase strategies that teachers have available for working with AIG and EC students.

**Supports this district goal:** High achieving and globally competitive students

**Target:** All Teachers

**Indicator:** EOGs (Are students growing each year?), walk-throughs, IEP progress, DRA scores, county math assessments, lesson plans

**Milestone date:** Jun-12

### Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

	<b>Strategy:</b> Provide AIG training for all staff			
	<b>Action steps:</b>			
	<b>Strategy 1:</b>	1. AIG teachers provide staff training.		
		2. Increase collaboration between AIG and classroom teachers.		
	<b>Strategy:</b> Provide EC training for co-teachers			
	<b>Action steps:</b>			
	<b>Strategy 2:</b>	1. Program Specialist to train co-teachers.		
		2. Program Specialist and co-teacher will meet regularly to discuss and assess needs.		
		3. Provide additional training as needed.		
<b>Strategy:</b> Provide EC training for all teachers				
<b>Action steps:</b>				
<b>Strategy 3:</b>	1. County personnel to train all teachers in co-teaching practices.			
	2. Behavior committee to provide training on behavior analysis.			

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b>	Select a funding source	<b>Funding amount:</b> \$0
	<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>
		<b>Total initiative funding:</b>	<b>\$0</b>
	<b>Review frequency:</b> Quarterly		
	<b>Assigned implementation team:</b> Program Specialist, EC team, Administration		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	Walk-throughs, surveys, IEP progress		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	Teacher and parent surveys.		
	<b>What does data show regarding the results of the implemented strategies?</b>		
	While we have provided training for teachers, there is no formal data. The NC teacher Working Conditions Survey is given every two years.		
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>		
	Strategies for Goal 3 will be continued during the 2011-2012 school year.		

## Priority Goal 4 and Associated Strategies

**Area for improvement and supporting data:**

Students have varying levels of globalization and diversity awareness.

**School Goal 4:** Increase student globalization and diversity awareness.

**Supports this district goal:** High achieving and globally competitive students

**Target:** All students

**Indicator:** EOGs, teacher lesson plans, Global Schools Submission document

**Milestone date:** Jun-12

### Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

**Strategy:** Education of students on a variety of cultures through assemblies, presentations, classroom speakers, etc.

**Action steps:**

1. Hispanic Awareness Month presentation, lessons, activities, etc.
2. International week including JAARs activities, flags, costumes, and evening event.
3. Black History Month presentation, lessons, activities, speakers, etc.
4. VIF teacher

**Strategy 1:**

**Strategy:** Special Area teachers integrate countries throughout their specific curriculum.

**Action steps:**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Meet with special-area teachers and discuss plans for integration of New Zealand.</li> <li>2. Brainstorm ideas for integrating art, music, dance/games, media, etc.</li> </ol> | <ol style="list-style-type: none"> <li>3. Decide and implement various integration activities.</li> <li>4. Share successes of integration with staff.</li> </ol> |
|--|--|

**Strategy 2:**

	<b>Strategy:</b> Classroom teachers to integrate their adopted country within their continent throughout the school year by teaching religion, climate, weather, landforms, toys, celebrations, inventions, traditions, clothing, sports, food, political parties, education, student and family life, etc. as it fits into the grade levels NCSCOS, CCSS, and NCES.		
	<b>Action steps:</b>		
	<b>Strategy 3:</b>	1. Teachers share globalization successes from 2010-2011 school year.	
		2. Globalization committee to share ideas with staff.	
	3. Display country flags, world map, clocks to show world time zones, and teacher name plates in various languages.		
<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b>	Other	<b>Funding amount:</b> \$1,500
	<b>Funding source 2:</b>	Other	<b>Funding amount:</b> \$1,000
	<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>
			<b>Total initiative funding:</b> \$2,500
	<b>Review frequency:</b> Quarterly		
	<b>Assigned implementation team:</b> Globalization Committee, special-area teachers, administration		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	Classroom walk-throughs, lesson plans, observations, IGPs, globalization lesson plan sheets.		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	End of Year IGPs and Summative Evaluations		
<b>Act</b>	<b>What does data show regarding the results of the implemented strategies?</b>		
	Teachers have increased the number of global activities in their classrooms. Most exceeded the minimum of 2 documented activities per month because of their Professional Development Goals.		
	<b>Based upon identified results, should/how should strategies be changed?</b>		
	Strategies for Goal 4 were only changed in a minor way for the 2011-2012 school year as we now have a VIF teacher/Global Gateway School.		

**Safe School Plan for (New Town Elementary)**

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan: **Dr. Ed Davis**

**Statement of Responsibility for the School District Superintendent**

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

\*Failure to carry out the above-mentioned responsibilities may result in a written reprimand by the Board as well as other appropriate consequences as determined by the Board.

**Statement of Responsibility for the School Principal**

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

\*Failure to carry out the above-mentioned responsibilities may result in a written reprimand from the superintendent to be placed in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.

**Statement of the Roles of Other Administrators, Teachers, and Other School Personnel**

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): **Catherine Perry**

Teachers: **All**

Teacher Assistants: **All**

Other School Staff: **All**

**Services for At-risk Students**

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

PEP's, Enrichment/Remediation Plans, Student Accountability during the school year, Intervention Teams/TAT, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG, Alternative Assessments, and other standardized test scores, Exceptional Children (EC), Limited English Proficient referrals and conferences, OSS and ISS discipline reports, guidance and attendance counselors

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

In School tutoring, after school tutoring, Behavior Scales, Intervention Teams, Behavior Plans/Agreements, PEP's, IEP Goals, Benchmark Tests.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

Smaller class size - Lower Student/Teacher Ratio, Intensified Structure, Level Programs designed to transition back to home school.

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place.

**Goal:** Complete all required drills and associated training (fire, tornado, lockdown).  
**Target:** 100% completion  
**Indicator:** Drill Reports  
**Milestone Date:** EOY  
**Goal:**  
**Target:**  
**Indicator:**  
**Milestone Date:**

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

**Target:** Improved School Safety and Student Conduct  
**Indicator:** Decreased Discipline Referrals, Decrease in Drop-out Rates  
**Milestone Date:** EOY  
**Target:** Higher Expectations for Students  
**Indicator:** In the first semester of entering a program, they will show an increase in their academic achievement as compared to previous performances at their home schools.  
**Milestone Date:** EOY  
**Target:** Stakeholder Satisfaction  
**Indicator:** Parent, Teacher, Student Survey expressing satisfaction will be 75% or better.  
**Milestone Date:** EOY

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
General Principals' Meetings (Elementary/Middle/High)	Planned				
Videos - Bloodborne Pathogens, Epi-Pen, Diabetes, Asthma	Completed				
Videos - Gang Awareness - Critical Incident Response	Completed				
Drill Training - Fire, Tornado, Lockdown	Planned	monthly, one per year, one per semester			
SRO Training (ex. Crisis Intervention Training)	Completed	Gangs			
Anti-Bullying Program	Completed	staff presentation, bully pledge recited daily			
School Nurse Training	Completed				

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

\*System-wide Safe Schools Plan indicates: Each middle and high school has access to the services of a School Resource Officer (SRO) who has direct contact with the Union County Sheriff's Office or the Monroe City Police Department. Currently, at least one SRO is allotted per middle/high pair; funds are being sought to expand to one officer for each middle and high school. Elementary schools have access to the SRO in emergency situations. DARE officers help as needed at the elementary schools. Each school works cooperatively with juvenile and criminal court officials to determine the proper placement of students who have violated the law. The court system notifies schools of students who have committed felonies. The District Attorney's (DA's) office is contacted when necessary to enforce trespassing, assault, firearm, vandalism and other applicable laws. Policies and Procedures for SRO are housed within each school.  
\*Each school may include additional plans to adapt to their unique environment:

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

The UCPS Communications Office oversees and contributes to a variety of print and electronic media that requires school information. UCPS news appears in a variety of outlets including school and district newsletters, local newspapers and even national magazines. The UCPS Communications Office maintains effective and informative district and departmental websites including a website for the superintendent and the Board of Education.  
Parents and the local community are informed via Connect-Ed., website postings, facebook, printed handbooks and agendas, letters home, student and family recognition programs, PTA/PTO-sponsored programs and information provided through partnerships with outside agencies such as the police and fire departments, emergency medical responders and other approved non-profit organizations.

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs		
Program or Strategy Being Funded	Amount of Funding	Source of Funding
NA	NA	NA

NEW TOWN ELEMENTARY SCHOOL  
Achievement Gap Plan  
2011-2012

New Town met all AYP goals during the 2010-2011 school year. There were no significant achievement gaps during this school year.

Although no plan is needed at this time, we will:

1. Closely monitor our students that did not make growth or made moderate growth (regular, EC or AIG)
2. Provide intervention for our students that:
  - a. scored level 1 or 2 on the EOG and/or
  - b. are in the intervention process, (Level 1 and Level 2)
3. Intervention Strategies will include:
  - a. Hawk's Nest- 30 minutes, five times/week(remediation/enrichment)
  - b. Small groups
  - c. One- on-one
  - d. After school tutoring provided by teachers.
  - e. After school tutoring funded by Special Projects money beginning in late February/March. Additional school funds will be used if needed.

NEW TOWN ELEMENTARY SCHOOL  
Drop-Out Prevention Plan  
2011-2012

During the 2011 Summer Leadership Conference we discussed how we could make a difference and decrease drop-outs and increase the graduation rate.

At New Town Elementary School we will:

1. Have Mr. Rob Jackson, principal of Cuthbertson High School, talk with our staff about the number of potential drop-outs we have in our cluster and the strategies/resources that are used to prevent students from dropping out. Meeting will be held 10/26/11.
2. Introduce the idea of saving “starfish” to our staff on 10/26/11. A mentor will be provided to students that:
  - a. scored level 1 or 2 on the EOG
  - b. are in the intervention process (Level 1 and Level 2)
3. Have staff (mentors) check-with students regularly- at least twice per grading period.
4. Create a system for transitioning 5<sup>th</sup> grade students (that meet the above criteria) to Cuthbertson Middle School. As a result, they will know who they need to “watch” before the first day of school.

# **NEW TOWN ELEMENTARY SCHOOL**

## **Anti-Bullying Plan**

### **2011-2012**

#### **Our Commitment-**

New Town Elementary is committed to providing a safe learning environment for all students. We believe that every child should be able to learn in a safe and respectful school environment, free from bullying and cyber-bullying of any kind and we will promote a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students and staff.

Harassment against students including harassment based on real or perceived race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics will not be tolerated.

We are committed to preventing bullying and harassment in our school by providing awareness, prevention and education through: monthly character education lessons, having students recite a daily pledge against bullying during the morning announcements, and providing lessons to individual classes if needed.

This year we will also have an assembly “Friendship Adventure with Ronald” that promotes an anti-bullying message for students in grades K-2 and we will also include student and parent information on the Guidance Counselor’s website.

#### **Definition of Bullying and Consequences-** *Code of Student Conduct- Elementary Schools 4-3a*

**Bullying:** Bullying is a form of harassment. Under North Carolina Law, bullying is “any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property”, as defined above, “reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics”. Bullying may include, but is not limited to: verbal taunts, name-calling and put-downs, extortion of money or possessions, implied or stated threats.

1. First Offense: Discretionary action by the principal.
2. Second Offense- 1-3 days of suspension.
3. Third Offense- 2-5 days of suspension.

## **Our Statement of Purpose-**

### **Staff are expected to:**

1. Closely supervise students in all areas of the school and playground, watch for signs of bullying, and stop it when it happens.
2. Promptly report concerns to Guidance/Administration.

### **Students are expected to:**

1. Treat each other respectfully.
2. Refuse to bully others.
3. Refuse to let others be bullied.

### **Parents are expected to:**

1. Utilize the counselor's website for guidance on how to ask questions to determine if their child is being bullied.
2. Promptly report concerns to the teacher, Guidance or Administration.

## **Process for Reporting Bullying-**

Reports can be made by staff, students, and parents. The Guidance Counselor will also have a box outside of her door so that students can make reports anonymously. If a student reports or if an adult observes that a student is being bullied, the following steps will be taken.

1. Classroom Teachers, Special Area Teachers, TAs, bus drivers, or whoever the child reports the information to, sends the student to Guidance. If the student tells the bus driver, the bus driver should report this to Administration.
2. Guidance talks with student to determine if they were bullied.
3. Guidance informs teacher if they are not already aware. Makes sure teacher knows what to look for in the classroom, recess, etc.

## **Process for Monitoring Bullying -**

1. If it is determined that the student is being bullied, Guidance documents the incident and student statements if they cannot write a statement. If Administration is the first to determine that a student is being bullied, Administration will document the incident and student statements if they cannot write a statement.
2. If the student is being bullied, Guidance or Administration will talk with the bully to hear their side, and explain what could happen if it continues.
3. Guidance talks with student being bullied to explain what they should do/say if it happens again.
4. Guidance and or Administration are to check in with the student periodically, to see how things are going/ make sure they are safe and make a note of student's response. (see attached form.)
5. Administration will talk with all teachers, parents, etc. to make them aware, if they are not already.

6. Guidance will consult with teacher to obtain feedback on observations and behaviors in the days following a bullying incident.
7. If bullying continues, (more than one incident) the victim should report this to their teacher, Guidance or Administration. If it is reported to the teacher or Guidance, they should report it to Administration so that Board policy 4- 3a can be followed.
8. Guidance will provide lessons in classrooms to educate students on bullying. The lesson will include the definition of bullying, identification of bullying behaviors, strategies to prevent bullying, strategies to handle bullying behaviors and information on how to solicit help from school staff and adults.

### **Cyber-Bullying-**

If it is reported that a student has been bullied in this manner, **and it has become an issue at school**, we will follow the of Student Conduct- Elementary Schools 4-3a.

To ensure that students are able to develop 21<sup>st</sup> century skills and safely use technology at school, teachers are expected to:

1. Regularly remind students of how to use the internet responsibly.
2. Provide students with a list of “approved” sites.
3. Frequently supervise students to ensure they only access web sites that are relevant to the assignment given.
4. Report student misuse of the internet to Administration immediately.

### **Evaluation of Process-**

1. In an effort to continuously improve, changes will be made to the Anti-Bullying Plan as needed.
2. Guidance will provide a refresher on bullying at the beginning of each school year and as needed. Training will be provided on 9/14/11.
3. We will make year to year comparisons of the reported incidents recorded in the incident log which will provide us with data to measure the effectiveness of our program.

# NEW TOWN ELEMENTARY SCHOOL

This is an example of how responses will be recorded.

Student \_\_\_\_\_

Date	Student Response (still happening or stopped)
10/19	JR is still telling people not to play with me.
10/22	JR has not been bothering me.